DOCUMENT RESUME

ED 197 290 CS 005 820

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TITLE Applying the Mastery Learning Model to Sight Word Instruction for Disabled Readers.
INSTITUTION Columbia Univ., New York, N.Y. Teachers College.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.
PUB DATE 80
CONTRACT 300-77-0492
NOTE 137p.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Elementary Education: Instructional Materials: Junior High Schools: *Learning Disabilities: *Mastery Learning: *Remedial Programs: *Remedial Reading: *Sight Vocabulary

ABSTRACT

To investigate the possibility that learning disabled children can be taught effectively with a developmental reading program designed for normal learners through careful modification of the teaching procedure, a set of sight word instructional materials was developed that incorporated five learning principles within a mastery learning model: limiting unit size, providing focus, providing distributed practice and review, providing discrimination training, and training for transfer. To determine the effectiveness of these materials, a study was conducted with 32 children (ages 7 to 13) enrolled in diagnostic remedial reading classes. Children received nine 30-minute periods of instruction over the course of three weeks. Lessons were conducted in small groups of two to five children. The goals of instruction were to have the children achieve mastery in three areas: reading 30 sight words in lists, discriminating the 30 words from visually similar words, and reading sentences and stories comprised of the 30 words. Results indicated that at least 80% of the children who received instruction were able to reach high levels of mastery. (The sight word instructional materials--teaching script, teacher's recording sheets, children's practice materials, pretest and posttest materials, and flashcards--are appended.) (HOD)

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Applying the Mastery Learning Model to Sight Word Instruction for Disabled Readers

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This research was supported by a grant from the Bureau of Education for the Handicapped, Division of Innovation and Development, U.S. Office of Education, under Contract No. 300-77-0492. This work is part of an ongoing series of collaborative studies conducted by the Research Institute for the Study of Learning Disabilities. The authors wish to thank the following people for their assistance in data collection: Susan Abrahams, Carol Johnson, Mary Kelly, Richard Krause, Joanne Sacks, and Charles Turecek.

CS205820

It has long been recognized that most learning disabled (LD) children do not fare well in regular classrooms. Awareness of this problem has generated research aimed at describing the differences that characterize these children and developing specific remedial materials for them. The members of the Basic Reading and Spelling Task Force at Teachers College, Columbia University, have focused on a third variable - the method of instruction. They have investigated the possibility that LD children can be taught effectively with a developmental reading program designed for normal learners through careful modification of the teaching prodecure.

The mastery learning instructional model (Bloom, 1968) proposes that a majority of children may be able to achieve the same amount of learning (i.e., master the same material) if two conditions are met. First, each learner must be given sufficient time to master each learning step in an instructional sequence. Second, children must be given the appropriate help and feedback in order to correct and rework the learning steps until each is mastered. The goal of mastery learning instruction is to fix achievement for a group at some constant mastery level and manipulate instructional variables (such as the amount of repetition, feedback, or correaction) so that all pupils attain the desired level. Thus, the essence of mastery learning strategies, stated by Bloom (1977), is "group instruction supplemented by frequent feedback and individualized help as each student needs it." (p. 24). Bloom's approach incorporates what is essentially teacher-directed group instruction; it is the amount of practice and feedback that is individualized.

In order to explore the idea of basing remedial reading instructional materials on the mastery learning model the Basic Reading and Spelling Task

Form developed a set of sight word instructional materials incorporating five learning principles appenable within a mastery learning model. These principles are: limiting unit size, providing focus, providing distributed practice and review, providing discrimination training and, training for transfer.

Limiting Teaching Unit Size

LD children become easily overloaded and have difficulty singling out the perceptual and associational elements basic to word recognition (Bryant, 1965). LD children are not able to learn as many sight words in one lesson as normal children. To prevent overload or confusion, word lists should be divided into groups, each group should be taught to mastery, and the groups of words can then be integrated and practiced together.

Providing Focus

Because of their difficulties in attending selectively to critical and central task information (Ross, 1976) LD children will not necessarily make exact or accurate associations when engaged in word recognition tasks. Three techniques can facilitate selective perception of critical stimuli. First, teachers need to inform children of what they are expected to learn. Second, prompts (cues) should be employed which lead the learners into making correct responses while avoiding extraneous comments or conversation. Third, teachers should provide correct models for responses and give informative feedback concerning the accuracy of responses (Travers, Van Wagenen, Haygood, and McCormick, 1964).

Distributed Practice and Review

In order for practice to be effective for LD youngsters, it should be spaced across various sessions that are interspersed with other activities.

Practice should not be restricted to one lengthy session. Systematic review also strengthens skill acquisition and helps make LD children more automatic with basic skills (Bryant, 1965). For LD children, reviews must be more frequent than for normal children.

Discrimination Training

LD children have difficulty perceiving similarities and differences among words. Unique features of words should be stressed in instruction. (Bryant, 1965; Otto McMenemy, and Smith, 1973).

Training for Transfer

The goal of sight word instruction is the application of word reading in context. Instruction should incorporate opportunities for children to utilize skills within phrase and sentence contexts to ensure positive transfer to text reading.

A study was conducted to determine the effectiveness of sight word instructional materials which are based upon the mastery, learning model and five principles of remedial instruction.

Method

Subjects

Thirty-two children (mean chronological age 10 yrs, 0 mos.; range = 7 years., 2 mons. - 13 yrs., 6 mos.) enrolled in diagnostic remedial classes in New York City public schools or in remedial reading clinics in New York received the experimental lessons. All children were classified as learning disabled by school or clinic personnel.

Procedure

The learning disabled children received nine 30 minute periods of instruction over the course of three weeks. Lessons were conducted in small groups of two to five children. The goals of instruction were to have the children achieve mastery in three areas: (1) reading 30 sight words in lists, (2) discriminating the 30 words from visually similar words and, (3) reading sentences and stories comprised of the 30 words.

Ten sight words were taught during each of the three weeks of instruction. On the first day of instruction each week, words were introduced in two units of five. When mastery of the words in list presentation was recalled by all of the children in a group, the two five word units were combined and practiced to mastery. Discrimination training was also provided. The second lesson each week consisted of review of the ten training words and was followed by phrase and sentence reading practice. Practice in silent and oral story reading was provided during the third instructional period each week.

Measurement

Identical pre and posttests were administered one day prior to instruction and one day after training was completed. Children were also tested weekly on the week's ten training words. The rate at which each child achieved mastery on the instructional material was determined by averaging the number of trials needed to reach criterion on lists of five words and ten word units.

Results

Means and standard deviations for the posttest and posttest performance of the students are presented on Table 1. Posttest scores indicated

that the children were able to read an average of 90% of the training words presented in lists and 89% of the training words presented in sentences.

Insert table 1 about here

Weekly tests scores showed that the children retained 85% to 90% of the words taught each week and were able to complete the visual discrimination tasks with 70% to 80% accuracy.

Insert Table 2 about here

Five of the 32 children receiving the experimental instruction were able to retain only 60% of the words taught. They were differentiated from the other 27 children by their need for a high number of trials to reach initial criterion on the training words and by their weekly test scores which were more than one standard diviation below the group mean.

Discussion

Results indicated that sight word instruction based on the mastery learning model incorporating the learning principles of limiting teaching unit size, providing focus, distributed practice and review, discimination training and training for transfer was effective. At least 80% of the children who received instruction were able to reach a high level of mastery.

The mastery learning model appears to provide an effective technique for instructing learning disabled children. However, additional instructional refinements may be necessary to increase its effectiveness.

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Table 1

Means and Standard Deviations of Words Read Correctly on Pretest and Posttest

		Pretest			Posttest			
Measure	Possible Range	$\bar{X}$	SD	%	$\bar{X}$	SD	%	Gain
Words in list presentation	0-30	2.2	(3.0)	7	26.9	(4.6)	90%	24.7*
Words in Sentences	0-30	1.4	(3.0)	5%	26.7	(4.5)	89%	25.3*

*Gains are significant at the .001 level.

Table 2

Average Weekly Performance on Sight Word Reading and Discrimination

	Words			Discrimination		
Word Set	$\bar{X}$	SD	%	$\bar{X}$	SD	%
Sea A	8.7	(1.9)	87%	8.0	(1.6)	80%
Set B	8.6	(2.0)	86%	7.5	(1.9)	75%
Cet C	8.5	(1.7)	85%	7.8	(1.9)	78%

Note. N = 32.

Possible range for all $\bar{X}$'s is 0-10.

Appendix

Sight Word Instructional Materials

1. Teaching Script
2. Teacher's Recording Sheets
3. Children's Practice Materials
4. Pretest and Posttest Materials
5. Flashcards

Teaching Script

SIGHT WORDS (B)

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OUTLINE FOR THREE-WEEK SIGHT WORD INSTRUCTION

PRETEST

WEEK ONE

Day 1: Teach first 10 words - 5 words at one time.
Practice all 10 words together.
Discrimination practice.

Day 2: Review of Week One words.
Phrase and sentence reading practice.

Day 3: Story reading.
Individualized posttesting.

WEEK TWO

Day 1: Retention (individualized) for last week's words with review of missed items.
Teach second 10 words - 5 words at one time.
Practice 10 words together.
Discrimination practice.

Day 2: Review of Week One and Week Two words.
Phrase and sentence reading practice.

Day 3: Story reading.
Individualized posttesting.

WEEK THREE

Day 1: Retention (individualized) for last week's words with review of missed items.
Teach third 10 words - 5 words at one time.
Practice 10 words together.
Discrimination practice.

Day 2: Review of Week One, Week Two, and Week Three words.
Phrase and sentence reading practice.

Day 3: Story reading.
Individualized posttesting.

PRETEST

Important: Before beginning the instruction, it is essential to give an individually-administered pretest to each child. Without information regarding the child's knowledge prior to the lessons, it is impossible to judge the effectiveness of the training.

I. DIRECTIONS FOR ADMINISTRATION

Give the child the CHILD'S COPY OF THE PRETEST. Read the following directions to the child before he attempts each page:

Say: (before the child tries page 1 - words): I AM GOING TO ASK YOU TO READ A LIST OF WORDS. IF YOU DON'T KNOW A WORD YOU MAY SKIP IT. BUT TRY THE BEST YOU CAN TO READ THEM ALL. DON'T FEEL BADLY IF YOU DON'T KNOW THESE WORDS NOW. I'M GOING TO TEACH THESE TO YOU OVER THE NEXT THREE WEEKS.

Say: (before the child tries page 2 - sentences): TRY THE BEST THAT YOU CAN TO READ THESE SENTENCES. LEAVE OUT ANY WORDS THAT YOU DON'T KNOW.

II. RECORDING

Please record what the child says on the PRETEST ANSWER SHEET. There is one answer sheet per child. Try to record as accurately as possible what the child says on the lines provided. To record responses on sentence reading, write word substitutions or additions above the appropriate part of the sentence. Cross out any word which the child leaves out or skips.

III. A REMINDER

Collect the CHILD'S COPY OF THE PRETEST so that you can use it with your other students. Since this pretest should be administered individually, there is need for only one CHILD'S COPY. Please make sure that the children read from the CHILD'S COPY. The large print should facilitate optimal responses.

WEEK ONE: Story - Cereal Is for Everyone

Words - suggest touch Winnie pigeon cereal
shovel recipe Willie soldier calm

Day 1: Teach first set of 10 words - 5 at a time.
Discrimination practice.

I. INTRODUCE FIRST SET OF 5 WORDS: suggest, touch, Winnie, pigeon, cereal

* Use individual word cards.

For each word: Hold up card, say word, and define word.
Ask children to repeat word.

After words have been displayed individually one time, go on to the following procedure:

Mix all 5 word cards together and present them in random order, one at a time, to the group of children. Children say aloud each word as it is presented.

For each word, give corrective feedback:
i.e., THAT'S RIGHT! THE WORD IS _____., or
NO. THE WORD IS _____., or
If no word is given, provide the word.

Go through the entire set of 5 word cards two times using this procedure.

II. PRACTICE 5 WORDS TOGETHER TO MASTERY

* Use individual word cards.

The teacher has a master recording sheet with each child's name written above one column of the 5 words.

Say: EACH OF YOU WILL BE CALLED ON TO READ THE 5 WORDS WE JUST LEARNED FROM THESE CARDS. (Hold up deck of cards.) WHEN YOU'RE RIGHT, WE WILL SAY THE WORD AFTER YOU. IF YOU HAVE TROUBLE, WE WILL TELL YOU THE WORD.

Children are called on individually to read the words from cards. The criterion level is one correct reading of each word for every child. Record the number of times the child tries a word before getting it right by marking as indicated below:

If the child reads the word correctly, mark a ✓ next to the word in that child's list on your master sheet and say: THAT'S RIGHT. THE WORD IS _____." All children repeat the word. Once a word is read correctly, it is not presented again to that child.

If the child makes a mistake or does not know the word, mark an X next to the word in that child's list on your master sheet and say: LET'S ALL LOOK AT THAT WORD AGAIN AND READ IT CORRECTLY. The group repeats the word. Then say: THAT'S RIGHT. THE WORD IS _____."

After every child has had one opportunity to read each word, go back to individuals who made errors on the first try and give them a second try to read the word or words with which they had trouble. Again, give corrective feedback and mark an X (if read incorrectly) or a ✓ (if read correctly).

Continue to go back to children who make errors. Give a child up to 5 tries to read each of the words correctly. Record X or ✓ on your master list for every attempt made on a word. Every time a child misreads or does not know a word, provide the correct response. However, do not count a response as correct until the child can read a word without any cues or prompts from you.

The round of practice is completed after the 5-try limit for each child has been reached or after each child has read each word correctly one time.

III. INTRODUCE AND PRACTICE SECOND SET OF 5 WORDS: shovel, recipe, Willie, soldier, calm.

Follow the identical procedure described for the first 5 words under II. above.

----------SHORT BREAK----------

IV. PRACTICE OF PREVIOUSLY LEARNED TEN WORDS TOGETHER

Give a review of the 10 words by having the group of children read them from the cards together.

Follow the practice procedure described under II.
Record X's or ✓'s on your master recording sheet and proceed until all children have read each word correctly one time or until the 5-try limit has been reached for all children.

V. DISCRIMINATION PRACTICE

Each child has a worksheet called DISCRIMINATION PRACTICE, which has 2 columns of words. In the first column, each of the 10 sight words appears once and the others are 10 nonsense words that resemble the actual words in which either a middle or a final letter are changed. In the second column, each sight word appears twice. This will allow a direct comparison of the real word to the word (nonsense or real) in column 1.

Say: NOW WE ARE GOING TO PLAY A GAME TO SEE HOW WELL YOU LEARNED THE 10 NEW WORDS. EACH OF YOU HAS A WORKSHEET. SOME OF THE WORDS ON THE SHEET ARE WORDS YOU HAVE LEARNED TODAY. BUT, SOME OF THE WORDS ARE MADE-UP OR NONSENSE WORDS THAT LOOK LIKE THE REAL WORDS. THOSE ARE THERE TO TRICK YOU! WE'LL GO THROUGH ALL THE WORDS IN THE FIRST COLUMN ON THE SHEET. WHEN I CALL ON YOU, IF THE WORD IS A REAL WORD, READ IT ALOUD. BUT, IF THE WORD IS A NONSENSE WORD, JUST SAY NO.

Have children fold the sheet on the dotted line to cover the second column of real words. First have all children put a circle around the real words in column 1. Then, start with the first word and go through all 20 words in column 1, having the children take turns responding (i.e., either saying "no" or trying to read the word). After every response (whether correct or incorrect), have children turn back the folded part of the sheet to compare the column 1 word with the column 2 real word. In addition, give corrective feedback in the following way:

If the real word is read correctly, say: THAT'S RIGHT. THE WORD IS _____. (Compare to column 2 word.)

If the nonsense word is correctly rejected, say: THAT'S RIGHT. THIS IS A MADE-UP WORD. (Compare to column 2 word.)

If the real word is read incorrectly or rejected, say: NO. THIS IS THE REAL WORD _____. In addition, point out that the letters are the same in the word in column 1 as in the comparison word in column 2.

If the nonsense word is read as a real word, say: NO. THIS WORD IS NOT _____. In addition, point out which letters are different in the column 1 word from the comparison word in column 2.

Day 2: Review of all sight words learned.
Phrase and sentence reading practice.

I. REVIEW PROCEDURE

* Use the 10 individual word cards from this week.

Go through the entire deck of 10 words with the group. Have children read them together. Give corrective feedback.

II. PHRASE AND SENTENCE READING PRACTICE

Each child has a PHRASE AND SENTENCE READING PRACTICE sheet.

Have the children take turns reading the phrases and sentences. After an individual reads a sentence or phrase correctly, have the whole group repeat after him. Go through the phrases and sentences in the order listed on the practice sheet in the following manner:

Ask children to look at 1. Ask what the word is and have one child respond. If correct, say: THAT'S RIGHT. THE WORD IS _____. If incorrect, say: THIS WORD IS _____. Then group repeats.

Go on to 2. Say: THE FIRST WORD IS _____. WHAT IS THE NEXT WORD? Have one child respond. Give corrective feedback. Then say: NOW READ THESE WORDS TOGETHER. Child responds. Again, give corrective feedback and have group respond.

Go on to 3. Say: THE FIRST WORDS SAY _____. WHAT ARE THE NEXT WORDS? NOW READ THE ENTIRE SENTENCE. Individual child responds. Give corrective feedback and have group repeat.

The last sentence in each group of sentences appears twice - one time with the sight words underlined and one time with no underlining. Have the group read the last sentence in one group smoothly and accurately, before going on to a second group of sentences.

III. SUMMARY SENTENCES FOR THIS WEEK'S TEN SIGHT WORDS

Each child has a SUMMARY SENTENCE sheet and is assigned one sentence on the sheet. The teacher has a master recording sheet with each child's name written next to his sentence.

Children are called upon individually to read his sentence. The criterion level is one correct reading of the entire sentence for each child. Record the number of attempts a child needs to read the entire sentence correctly by noting an X for each incorrect reading and ✓ for each correct reading.

When a child has trouble with his sentence, first mark an X on your master sheet and then supply the word(s) and have him repeat each word after you. Then have him read the entire sentence again.

After every child has had one opportunity to read his sentence, go back to individuals who made errors on the first try and give them a second try to read the sentence. Again, give corrective feedback and mark an X (if incorrect) or a ✓ (if correct).

Continue to go back to children who make errors. Give a child up to 5 tries to read the sentence correctly. The round of practice is completed after the 5-try limit for each child has been reached or after each child has read his sentence correctly.

Day 3: Review of this week's words and story reading
Individualized posttesting.

I. REVIEW PROCEDURE

* Use individual word cards.

Go through the deck of this week's 10 sight words with the group. Have children read them together one time.

II. STORY READING

To introduce this story, say: YOU ARE GOING TO READ A STORY CALLED CEREAL IS FOR EVERYONE. LET'S FIND OUT WHO LIKES TO EAT CEREAL!

For each page of the story: Have children read the page silently first. After all children have finished, the teacher reads the page aloud.

Say: I WILL READ THE PAGE ALOUD. WHEN I TAP ON THE TABLE, YOU WILL ALL READ ALOUD WITH ME TO THE END OF THE PAGE.

Comprehension questions for each page are on the following Teacher's Copy of the story.

Teacher's Copy

Cereal Is for Everyone

Winnie and Willie got up in the morning. They wanted to eat. They wanted to eat cereal.

Mother said, "I will make you some cereal. I have a new recipe for cereal. You will like the recipe."

(TAP)

Mother made the cereal with milk. Winnie and Willie liked the new recipe. They liked the cereal.

Question:

What did Winnie and Willie eat for breakfast?

After eating cereal, Winnie and Willie went outside.

They saw a pigeon. The pigeon was by a tree.

"I suggest you do not touch the pigeon," Willie said.

"But, the pigeon looks calm," said Winnie. "The pigeon wants to eat. I want to touch the pigeon."

A soldier walked by Winnie and Willie.

(TAP)

"I suggest you do not touch the pigeon," the soldier said.

Winnie said, "But this pigeon is calm. It wants to eat. I can touch it."

Question:

Do Willie and the soldier think that it is safe for Winnie to touch the pigeon?

The soldier saw a shovel by the tree.

"We can put food in this shovel," he said. "We can give food to the pigeon with the shovel."

Willie got some grass. He put grass in the shovel.

(TAP)

The soldier put the shovel down. The pigeon looked at the shovel with grass. The pigeon was calm, but it did not touch the grass. It did not want to eat grass.

Question:

How did the soldier feed the pigeon the grass?

Winnie got some milk. She put the milk in the shovel. The soldier gave the shovel with milk to the pigeon. The pigeon was calm, but it did not eat.

"What do pigeons like to eat?" the soldier said.

"This pigeon does not want to eat grass! This pigeon does not want to eat milk!

(TAP)

"I know!" said Winnie. "Mother has a new recipe for cereal. The cereal is good. I will get some cereal for the pigeon."

Question:

Name two things the pigeon did not want to eat.

What does Winnie think the pigeon will like?

Winnie ran to get some cereal. The soldier put the cereal in the shovel. He gave the shovel with the cereal to the pigeon.

The pigeon looked at the cereal. The pigeon was calm. It began to touch the cereal. It began to eat the cereal. The pigeon ate and ate. It ate all the cereal.

(TAP)

"Look!" said Winnie and Willie. "The pigeon likes the new cereal too!"

"Cereal is for everyone!" the soldier said. "Even pigeons!"

Question:

How do you know the pigeon was hungry?

SUMMARY QUESTION:

Do you think that cereal is for everyone?

Can you think of anything or anyone who does not like cereal?

----------SHORT BREAK----------

III. POSTTEST (Administered individually.)

A. Word Recognition (Administration and Scoring)

The teacher has POSTTEST ANSWER SHEET - Word Recognition section. Child has CHILD'S COPY OF POSTTEST - Word Recognition. Each of the 10 words learned this week appears once in the list.

Say: I AM GOING TO ASK YOU TO READ A LIST OF WORDS. THESE ARE THE WORDS WE PRACTICED DURING THIS WEEK.

If the child reads the word correctly, put a check next to the word on your answer sheet. If the child does not give any response, write no response on your answer sheet. If the child supplies an incorrect answer, write down what he said on the line provided.

B. Discrimination (Administration and Scoring)

The teacher has Discrimination section of the answer sheet. Child has Discrimination section of the child's copy. Each of the 10 sight words appears once in the list; the other 10 words are nonsense words that resemble the actual words.

Say: YOU ARE GOING TO SEE LOTS OF WORDS. SOME OF THE WORDS ARE ONES YOU LEARNED THIS WEEK. OTHERS ARE MADE-UP WORDS. THEY LOOK LIKE THE REAL WORDS, BUT THEY ARE JUST NONSENSE WORDS. WHEN YOU SEE A REAL WORD, READ IT ALOUD. WHEN YOU SEE A NONSENSE WORD, JUST SAY NO.

Please record the child's responses to both real and nonsense words on the lines provided on the answer sheet.

C. Sentence Reading (Administration and Scoring)

The teacher has Sentences section of the answer sheet and the child has the Sentences section of the child's copy. Ask child to read each sentence. Record reading errors above the sentences on your answer sheet.

WEEK TWO: Story - Barbara and Bertha Go Shopping

Words - jacket scarf Barbara argue sweater
sleeves cashier Bertha blouse collar

Day 1: Retention of last week's words.
Teach second set of 10 words - 5 at a time.
Discrimination practice.

I. RETENTION OF LAST WEEK'S WORDS AND REVIEW OF MISSED ITEMS
(Administered individually.)

Give the child the CHILD'S COPY OF RETENTION FOR LAST WEEK'S WORDS.
Ask him to read the 10 words he learned last week. Record responses on your answer sheet.
Review any missed words by having the child re-read each misread word correctly one time.

II. INTRODUCE FIRST SET OF 5 WORDS: jacket, scarf, Barbara, argue, sweater

* Use individual word cards.

For each word: Hold up card, say word, and define word.
Ask children to repeat word.

After words have been displayed individually one time, go on to the following procedure:

Mix all 5 word cards together and present them in random order, one at a time, to the group of children. Children say aloud each word as it is presented.

For each word, give corrective feedback:
i.e., THAT'S RIGHT! THE WORD IS _____., or
NO. THE WORD IS _____., or
If no word is given, provide the word.

Go through the entire set of 5 word cards two times using this procedure.

PRACTICE 5 WORDS TOGETHER TO MASTERY

* Use individual word cards.

The teacher has a master recording sheet with each child's name written above one column of the 5 words.

Say: EACH OF YOU WILL BE CALLED ON TO READ THE 5 WORDS WE JUST LEARNED FROM THESE CARDS. (Hold up deck of cards.) WHEN YOU'RE RIGHT, WE WILL SAY THE WORD AFTER YOU. IF YOU HAVE TROUBLE, WE WILL TELL YOU THE WORD.

Children are called on individually to read the words from cards. The criterion level is one correct reading of each word for every child. Record the number of times the child tries a word before getting it right by marking as indicated below:

If the child reads the word correctly, mark a ✓ next to the word in that child's list on your master sheet and say: THAT'S RIGHT. THE WORD IS _____." All children repeat the word. Once a word is read correctly, it is not presented again to that child.

If the child makes a mistake or does not know the word, mark an X next to the word in that child's list on your master sheet and say: LET'S ALL LOOK AT THAT WORD AGAIN AND READ IT CORRECTLY. The group repeats the word. Then say: THAT'S RIGHT. THE WORD IS _____."

After every child has had one opportunity to read each word, go back to individuals who made errors on the first try and give them a second try to read the word or words with which they had trouble. Again, give corrective feedback and mark an X (if read incorrectly) or a ✓ (if read correctly).

Continue to go back to children who make errors. Give a child up to 5 tries to read each of the words correctly. Record X or ✓ on your master list for every attempt made on a word. Every time a child misreads or does not know a word, provide the correct response. However, do not count a response as correct until the child can read a word without any cues or prompts from you.

The round of practice is completed after the 5-try limit for each child has been reached or after each child has read each word correctly one time.

IV. INTRODUCE AND PRACTICE SECOND SET OF 5 WORDS : sleeves, cashier, Bertha, blouse, cashier

Follow the identical procedure described for the first 5 words under II. above.

----------SHORT BREAK----------

V. PRACTICE OF PREVIOUSLY LEARNED TEN WORDS TOGETHER

Give a review of the 10 words by having the group of children read them from the cards together.

Follow the practice procedure described under II.
Record X's or ✓'s on your master recording sheet and proceed until all children have read each word correctly one time or until the 5-try limit has been reached for all children.

VI. DISCRIMINATION PRACTICE

Each child has a worksheet called DISCRIMINATION PRACTICE, which has 2 columns of words. In the first column, each of the 10 sight words appears once and the others are 10 nonsense words that resemble the actual words in which either a middle or a final letter are changed. In the second column, each sight word appears twice. This will allow a direct comparison of the real word to the word (nonsense or real) in column 1.

Say: NOW WE ARE GOING TO PLAY A GAME TO SEE HOW WELL YOU LEARNED THE 10 NEW WORDS. EACH OF YOU HAS A WORKSHEET. SOME OF THE WORDS ON THE SHEET ARE WORDS YOU HAVE LEARNED TODAY. BUT, SOME OF THE WORDS ARE MADE-UP OR NONSENSE WORDS THAT LOOK LIKE THE REAL WORDS. THOSE ARE THERE TO TRICK YOU! WE'LL GO THROUGH ALL THE WORDS IN THE FIRST COLUMN ON THE SHEET. WHEN I CALL ON YOU, IF THE WORD IS A REAL WORD, READ IT ALOUD. BUT, IF THE WORD IS A NONSENSE WORD, JUST SAY NO.

Have children fold the sheet on the dotted line to cover the second column of real words. First have all children put a circle around the real words in column 1. Then, start with the first word and go through all 20 words in column 1, having the children take turns responding (i.e., either saying "no" or trying to read the word). After every response (whether correct or incorrect), have children turn back the folded part of the sheet to compare the column 1 word with the column 2 real word. In addition, give corrective feedback in the following way:

If the real word is read correctly, say: THAT'S RIGHT. THE WORD IS _____. (Compare to column 2 word.)

If the nonsense word is correctly rejected, say: THAT'S RIGHT. THIS IS A MADE-UP WORD. (Compare to column 2 word.)

If the real word is read incorrectly or rejected, say: NO. THIS IS THE REAL WORD _____. In addition, point out that the letters are the same in the word in column 1 as in the comparison word in column 2.

If the nonsense word is read as a real word, say: NO. THIS WORD IS NOT _____. In addition, point out which letters are different in the column 1 word from the comparison word in column 2.

Day 2: Review of all sight words learned.
Phrase and sentence reading practice.

I. REVIEW PROCEDURE

* Use the 20 individual word cards from Week One and Week Two.

Go through the entire deck of 20 words with the group. Have children read them together. Give corrective feedback.

II. PHRASE AND SENTENCE READING PRACTICE

Each child has a PHRASE AND SENTENCE READING PRACTICE sheet.

Have the children take turns reading the phrases and sentences. After an individual reads a sentence or phrase correctly, have the whole group repeat after him. Go through the phrases and sentences in the order listed on the practice sheet in the following manner:

Ask children to look at 1. Ask what the word is and have one child respond. If correct, say: THAT'S RIGHT. THE WORD IS _____. If incorrect, say: THIS WORD IS _____. Then group repeats.

Go on to 2. Say: THE FIRST WORD IS _____. WHAT IS THE NEXT WORD? Have one child respond. Give corrective feedback. Then say: NOW READ THESE WORDS TOGETHER. Child responds. Again, give corrective feedback and have group respond.

Go on to 3. Say: THE FIRST WORDS SAY _____. WHAT ARE THE NEXT WORDS? NOW READ THE ENTIRE SENTENCE. Individual child responds. Give corrective feedback and have group repeat.

The last sentence in each group of sentences appears twice - one time with the sight words underlined and one time with no underlining. Have the group read the last sentence in one group smoothly and accurately, before going on to a second group of sentences.

III. SUMMARY SENTENCES FOR THIS WEEK'S TEN SIGHT WORDS

Each child has a SUMMARY SENTENCE sheet and is assigned one sentence on the sheet. The teacher has a master recording sheet with each child's name written next to his sentence.

Children are called upon individually to read his sentence. The criterion level is one correct reading of the entire sentence for each child. Record the number of attempts a child needs to read the entire sentence correctly by noting an X for each incorrect reading and ✓ for each correct reading.

When a child has trouble with his sentence, first mark an X on your master sheet and then supply the word(s) and have him repeat each word after you. Then have him read the entire sentence again.

After every child has had one opportunity to read his sentence, go back to individuals who made errors on the first try and give them a second try to read the sentence. Again, give corrective feedback and mark an X (if incorrect) or a ✓ (if correct).

Continue to go back to children who make errors. Give a child up to 5 tries to read the sentence correctly. The round of practice is completed after the 5-try limit for each child has been reached or after each child has read his sentence correctly.

IV. NONSENSE SENTENCES FOR WEEK ONE AND TWO WORDS

Pass out copies of the practice nonsense sentences for Week One and Two words. Have the children take turns reading the sentences. After an individual reads a sentence correctly, have the whole group repeat the sentence after him. Go through the sentences in the order listed on the practice sheet.

When a child stumbles over a word, supply the word. Have him repeat the word after you. Then have him read the entire sentence again.

Day 3: Review of this week's words and story reading.
Individualized posttesting.

I. REVIEW PROCEDURE

* Use individual word cards.

Go through the deck of this week's 10 sight words with the group. Have children read them together one time.

II. STORY READING

To introduce this story, say: YOU ARE GOING TO READ A STORY CALLED BARBARA AND BERTHA GO SHOPPING. LET'S OUT WHAT BARBARA AND BERTHA BUY WHEN THEY GO SHOPPING!

For each page of the story: Have children read the page silently first. After all children have finished, the teacher reads the page aloud.

Say: I WILL READ THE PAGE ALOUD. WHEN I TAP ON THE TABLE, YOU WILL ALL READ ALOUD WITH ME TO THE END OF THE PAGE.

Comprehension questions for each page are on the following Teacher's Copy of the story.

Teacher's Copy

Barbara and Bertha Go Shopping

Barbara and Bertha went to look for things in a store.
They liked the blouses. Barbara picked out a blouse with a red collar.
"The collar is too big," said Barbara.
Bertha picked out a blue blouse.
(TAP)
"The collar is too small," said Barbara.
"Let's stop looking at blouses and try on jackets," said Bertha.

Question:

What was wrong with the blouses Barbara and Bertha tried on?

Barbara put on a jacket.

"It makes me look fat," said Barbara.

Bertha put on a jacket.

"This jacket makes me look too thin," said Bertha.

Then the girls looked at sweaters. The sweaters were pretty, but Barbara did not want a sweater.

(TAP)

Bertha said, "Who wants a sweater? It is too hot!"

Question:

What was wrong with the jackets?

Why didn't Barbara and Bertha want sweaters?

Bertha picked out a red dress. The collar is pretty, but the sleeves are too long.

Then she picks out a blue dress. The sleeves are good, but the collar is small.

Barbara liked the blue dress.

(TAP)

"Get the blue dress," said Barbara.

"No," said Bertha.

They started to argue.

Question:

What was wrong with the red dress?

Why did Barbara and Bertha start to argue?

The cashier came up and told them not to argue. She did not like to hear people argue in the store.

Barbara and Bertha were mad at each other.

Then Bertha saw a red scarf that she liked. The scarf was long. It looked good. They went to the cashier with the scarf.

(TAP)

The cashier looked mad.

"You spend two hours here and all you get is one scarf?" she said.

Question:

Why was the cashier mad?

"The blouses did not look good."

"The jackets made us look bad."

"It is too hot for a sweater."

"The blue dress has sleeves that are too long. We wanted a dress with short sleeves," said the girls.

(TAP)

"You argue and yell, but you get only one scarf!" said the cashier.

Barbara and Bertha smiled.

"We love to shop," they said. "We do not love to buy!"

Question:

How do you know that Barbara and Bertha do not love to buy?

SUMMARY QUESTION:

Would you ever like to go shopping with Barbara and Bertha?

----------SHORT BREAK----------

III. POSTTEST (Administered individually.)

A. Word Recognition (Administration and Scoring)

The teacher has POSTTEST ANSWER SHEET - Word Recognition section. Child has CHILD'S COPY OF POSTTEST - Word Recognition. Each of the 10 words learned this week appears once in the list.

Say: I AM GOING TO ASK YOU TO READ A LIST OF WORDS. THESE ARE THE WORDS WE PRACTICED DURING THIS WEEK.

If the child reads the word correctly, put a check next to the word on your answer sheet. If the child does not give any response, write no response on your answer sheet. If the child supplies an incorrect answer, write down what he said on the line provided.

B. Discrimination (Administration and Scoring)

The teacher has Discrimination section of the answer sheet. Child has Discrimination section of the child's copy. Each of the 10 sight words appears once in the list; the other 10 words are nonsense words that resemble the actual words.

Say: YOU ARE GOING TO SEE LOTS OF WORDS. SOME OF THE WORDS ARE ONES YOU LEARNED THIS WEEK. OTHERS ARE MADE-UP WORDS. THEY LOOK LIKE THE REAL WORDS, BUT THEY ARE JUST NONSENSE WORDS. WHEN YOU SEE A REAL WORD, READ IT ALOUD. WHEN YOU SEE A NONSENSE WORD, JUST SAY NO.

Please record the child's responses to both real and nonsense words on the lines provided on the answer sheet.

C. Sentence Reading (Administration and Scoring)

The teacher has Sentences section of the answer sheet and the child has the Sentences section of the child's copy. Ask child to read each sentence. Record reading errors above the sentences on your answer sheet.

D. Week One Words (Administration and Scoring)

The teacher has Week One Words section of the answer sheet and the child has the Week One Words section of the child's copy. Ask child to read each word. Record responses on the lines provided on your answer sheet.

WEEK THREE: Story - Albert and Elisabeth Paint the Ceiling

Words - mosquito ceiling mark Albert ruins
paint ladder cough Elisabeth shoves

Day 1: Retention of last two week's words.
Teach third set of 10 words - 5 at a time.
Discrimination practice.

I. RETENTION OF LAST TWO WEEK'S WORDS AND REVIEW OF MISSED ITEMS
(Administered individually.)

Give the child the CHILD'S COPY OF RETENTION FOR LAST TWO WEEK'S WORDS. Ask him to read the 20 words he learned during the last two weeks. Record responses on your answer sheet.
Review any missed words by having the child re-read each misread word correctly one time.

II. INTRODUCE FIRST SET OF 5 WORDS: mosquito, ceiling, mark, Albert, ruins

* Use individual word cards.

For each word: Hold up card, say word, and define word.
Ask children to repeat word.

After words have been displayed individually one time, go on to the following procedure:

Mix all 5 word cards together and present them in random order, one at a time, to the group of children. Children say aloud each word as it is presented.

For each word, give corrective feedback:
i.e., THAT'S RIGHT! THE WORD IS _____., or
NO. THE WORD IS _____., or
If no word is given, provide the word.

Go through the entire set of 5 word cards two times using this procedure.

III. PRACTICE 5 WORDS TOGETHER TO MASTERY

* Use individual word cards.

The teacher has a master recording sheet with each child's name written above one column of the 5 words.

Say: EACH OF YOU WILL BE CALLED ON TO READ THE 5 WORDS WE JUST LEARNED FROM THESE CARDS. (Hold up deck of cards.) WHEN YOU'RE RIGHT, WE WILL SAY THE WORD AFTER YOU. IF YOU HAVE TROUBLE, WE WILL TELL YOU THE WORD.

Children are called on individually to read the words from cards. The criterion level is one correct reading of each word for every child. Record the number of times the child tries a word before getting it right by marking as indicated below:

If the child reads the word correctly, mark a ✓ next to the word in that child's list on your master sheet and say: THAT'S RIGHT. THE WORD IS _____." All children repeat the word. Once a word is read correctly, it is not presented again to that child.

If the child makes a mistake or does not know the word, mark an X next to the word in that child's list on your master sheet and say: LET'S ALL LOOK AT THAT WORD AGAIN AND READ IT CORRECTLY. The group repeats the word. Then say: THAT'S RIGHT. THE WORD IS _____."

After every child has had one opportunity to read each word, go back to individuals who made errors on the first try and give them a second try to read the word or words with which they had trouble. Again, give corrective feedback and mark an X (if read incorrectly) or a ✓ (if read correctly).

Continue to go back to children who make errors. Give a child up to 5 tries to read each of the words correctly. Record X or ✓ on your master list for every attempt made on a word. Every time a child misreads or does not know a word, provide the correct response. However, do not count a response as correct until the child can read a word without any cues or prompts from you.

The round of practice is completed after the 5-try limit for each child has been reached or after each child has read each word correctly one time.

IV. INTRODUCE AND PRACTICE SECOND SET OF 5 WORDS: paint, ladder, cough, Elisabeth, shoves

Follow the identical procedure described for the first 5 words under II. above.

----------SHORT BREAK----------

V. PRACTICE OF PREVIOUSLY LEARNED TEN WORDS TOGETHER

Give a review of the 10 words by having the group of children read them from the cards together.

Follow the practice procedure described under II.
Record X's or ✓'s on your master recording sheet and proceed until all children have read each word correctly one time or until the 5-try limit has been reached for all children.

VI. DISCRIMINATION PRACTICE

Each child has a worksheet called DISCRIMINATION PRACTICE, which has 2 columns of words. In the first column, each of the 10 sight words appears once and the others are 10 nonsense words that resemble the actual words in which either a middle or a final letter are changed. In the second column, each sight word appears twice. This will allow a direct comparison of the real word to the word (nonsense or real) in column 1.

Say: NOW WE ARE GOING TO PLAY A GAME TO SEE HOW WELL YOU LEARNED THE 10 NEW WORDS. EACH OF YOU HAS A WORKSHEET. SOME OF THE WORDS ON THE SHEET ARE WORDS YOU HAVE LEARNED TODAY. BUT, SOME OF THE WORDS ARE MADE-UP OR NONSENSE WORDS THAT LOOK LIKE THE REAL WORDS. THOSE ARE THERE TO TRICK YOU! WE'LL GO THROUGH ALL THE WORDS IN THE FIRST COLUMN ON THE SHEET. WHEN I CALL ON YOU, IF THE WORD IS A REAL WORD, READ IT ALOUD. BUT, IF THE WORD IS A NONSENSE WORD, JUST SAY NO.

Have children fold the sheet on the dotted line to cover the second column of real words. First have all children put a circle around the real words in column 1. Then, start with the first word and go through all 20 words in column 1, having the children take turns responding (i.e., either saying "no" or trying to read the word). After every response (whether correct or incorrect), have children turn back the folded part of the sheet to compare the column 1 word with the column 2 real word. In addition, give corrective feedback in the following way:

If the real word is read correctly, say: THAT'S RIGHT. THE WORD IS _____. (Compare to column 2 word.)

If the nonsense word is correctly rejected, say: THAT'S RIGHT. THIS IS A MADE-UP WORD. (Compare to column 2 word.)

If the real word is read incorrectly or rejected, say: NO. THIS IS THE REAL WORD _____. In addition, point out that the letters are the same in the word in column 1 as in the comparison word in column 2.

If the nonsense word is read as a real word, say: NO. THIS WORD IS NOT _____. In addition, point out which letters are different in the column 1 word from the comparison word in column 2.

Day 2: Review of all sight words learned.
Phrase and sentence reading practice.

I. REVIEW PROCEDURE

* Use the 30 individual word cards from Week One, Two, and Three.

Go through the entire deck of 30 words with the group. Have children read them together. Give corrective feedback.

II. PHRASE AND SENTENCE READING PRACTICE

Each child has a PHRASE AND SENTENCE READING PRACTICE sheet.

Have the children take turns reading the phrases and sentences. After an individual reads a sentence or phrase correctly, have the whole group repeat after him. Go through the phrases and sentences in the order listed on the practice sheet in the following manner:

Ask children to look at 1. Ask what the word is and have one child respond. If correct, say: THAT'S RIGHT. THE WORD IS _____. If incorrect, say: THIS WORD IS _____. Then group repeats.

Go on to 2. Say: THE FIRST WORD IS _____. WHAT IS THE NEXT WORD? Have one child respond. Give corrective feedback. Then say: NOW READ THESE WORDS TOGETHER. Child responds. Again, give corrective feedback and have group respond.

Go on to 3. Say: THE FIRST WORDS SAY _____. WHAT ARE THE NEXT WORDS? NOW READ THE ENTIRE SENTENCE. Individual child responds. Give corrective feedback and have group repeat.

The last sentence in each group of sentences appears twice - one time with the sight words underlined and one time with no underlining. Have the group read the last sentence in one group smoothly and accurately, before going on to a second group of sentences.

III. SUMMARY SENTENCES FOR THIS WEEK'S TEN SIGHT WORDS

Each child has a SUMMARY SENTENCE sheet and is assigned one sentence on the sheet. The teacher has a master recording sheet with each child's name written next to his sentence.

Children are called upon individually to read his sentence. The criterion level is one correct reading of the entire sentence for each child. Record the number of attempts a child needs to read the entire sentence correctly by noting an X for each incorrect reading and ✓ for each correct reading.

When a child has trouble with his sentence, first mark an X on your master sheet and then supply the word(s) and have him repeat each word after you. Then have him read the entire sentence again.

After every child has had one opportunity to read his sentence, go back to individuals who made errors on the first try and give them a second try to read the sentence. Again, give corrective feedback and mark an X (if incorrect) or a ✓ (if correct).

Continue to go back to children who make errors. Give a child up to 5 tries to read the sentence correctly. The round of practice is completed after the 5-try limit for each child has been reached or after each child has read his sentence correctly.

IV. NONSENSE SENTENCES FOR WEEK ONE, TWO, AND THREE WORDS

Pass out copies of the practice nonsense sentences for Week One, Two, and Three Words. Have the children take turns reading the sentences. After an individual reads a sentence correctly, have the whole group repeat the sentence after him. Go through the sentences in the order listed on the practice sheet.

When a child stumbles over a word, supply the word. Have him repeat the word after you. Then have him read the entire sentence again.

Day 3: Review of this week's words and story reading.
Individualized posttesting.

I. REVIEW PROCEDURE

* Use individual word cards.

Go through the deck of this week's 10 sight words with the group. Have children read them together one time.

II. STORY READING

To introduce this story, say: YOU ARE GOING TO READ A STORY CALLED ALBERT AND ELISABETH PAINT THE CEILING. LET'S FIND OUT WHAT HAPPENS WHEN ALBERT AND ELISABETH DECIDE TO PAINT!

For each page of the story: Have children read the page silently first. After all children have finished, the teacher reads the page aloud.

Say: I WILL READ THE PAGE ALOUD. WHEN I TAP ON THE TABLE, YOU WILL ALL READ ALOUD WITH ME TO THE END OF THE PAGE.

Comprehension questions for each page are on the following Teacher's Copy of the story.

Teacher's Copy

Albert and Elisabeth Paint the Ceiling

Albert and Elisabeth go to a good school. They like the boys and girls in the class. They like the teachers.

But Albert and Elisabeth do not like the ceiling in the room. The paint on the ceiling is old and it keeps coming down.

(TAP)

One day Albert and Elisabeth asked their teacher if they can paint the ceiling.

Their teacher said yes.

Question:

Name two things Albert and Elisabeth liked about their school.

What didn't they like about the school?

Albert and Elisabeth came to school in old clothes.

First, Albert got a ladder. Elisabeth got up on the ladder and looked down. The floor looks far away when you are on top of a ladder!

Elisabeth started to paint.

(TAP)

Albert did not see Elisabeth on the ladder when he shoves it. When he shoves the ladder, Elisabeth falls off. She falls into the can of paint on the floor.

Question:

What happened when Elisabeth got up on the ladder?

Then Albert got up on the ladder. He said, "Do not shove the ladder, Elisabeth."

Albert started to paint. A mosquito came into the room and landed on the ceiling. Albert hit the mosquito.

Oh, no!. Albert's hand has paint all over it!

The mosquito has gone, but you can see the spot where Albert hit the mosquito.

(TAP)

"This spot ruins the paint job," said Albert.

"The spot ruins my good word," says Elisabeth.

Question:

Why was it bad when a mosquito flew into the room?

"I will fix it," Albert said.

He started to paint over the mark. He begins to cough and cough. His coughs were big ones. His coughs made him fall off the ladder into the can of paint.

Albert and Elisabeth were very sad.

(TAP)

"The spot ruins the paint job," said Albert.

"The paint is all over the floor," said Elisabeth.

Question:

Why were Albert and Elisabeth sad?

A guy in their class comes into the room. He looks at the ceiling and the floor.

"I will help you," the guy says.

The guy gets on the ladder. He put paint over the mark on the ceiling.

Albert and Elisabeth cleaned up the paint on the floor.

(TAP)

Their teacher came into the room. "Oh, my!" she said. "The ceiling looks good. But I see more paint on Elisabeth and Albert than on the ceiling!"

Question:

Was the teacher happy about the paint job?

SUMMARY QUESTION:

Do you think Albert and Elisabeth will ask to paint the ceiling again?

----------SHORT BREAK----------

III. POSTTEST (Administered individually.)

A. Word Recognition (Administration and Scoring)

The teacher has POSTTEST ANSWER SHEET - Word Recognition section. Child has CHILD'S COPY OF POSTTEST - Word Recognition. Each of the 10 words learned this week appears once in the list.

Say: I AM GOING TO ASK YOU TO READ A LIST OF WORDS. THESE ARE THE WORDS WE PRACTICED DURING THIS WEEK.

If the child reads the word correctly, put a check next to the word on your answer sheet. If the child does not give any response, write no response on your answer sheet. If the child supplies an incorrect answer, write down what he said on the line provided.

B. Discrimination (Administration and Scoring)

The teacher has Discrimination section of the answer sheet. Child has Discrimination section of the child's copy. Each of the 10 sight words appears once in the list; the other 10 words are nonsense words that resemble the actual words.

Say: YOU ARE GOING TO SEE LOTS OF WORDS. SOME OF THE WORDS ARE ONES YOU LEARNED THIS WEEK. OTHERS ARE MADE-UP WORDS. THEY LOOK LIKE THE REAL WORDS, BUT THEY ARE JUST NONSENSE WORDS. WHEN YOU SEE A REAL WORD, READ IT ALOUD. WHEN YOU SEE A NONSENSE WORD, JUST SAY NO.

Please record the child's responses to both real and nonsense words on the lines provided on the answer sheet.

C. Sentence Reading (Administration and Scoring)

The teacher has Sentences section of the answer sheet and the child has the Sentences section of the child's copy. Ask child to read each sentence. Record reading errors above the sentences on your answer sheet.

IV. FINAL POSTTEST (Administered individually.)

Give the child the CHILD'S COPY OF FINAL POSTTEST. The teacher has FINAL POSTTEST ANSWER SHEET.

A. Words

Ask children to read the 30 sight words that they learned during the three weeks. Record responses accurately on your answer sheet.

B. Sentences

Have children read the 10 sentences incorporating the 30 sight words taught. Again, record reading errors above the sentences on your answer sheet.

C. A Reminder:

Collect the CHILD'S COPY OF FINAL POSTTEST so that you can use it with your other students. Since this posttest should be administered individually, there is need for only one CHILD'S COPY. Please make sure that children read from this CHILD'S COPY and that you record answers on your answer sheet for each child.

Teacher's Recording Sheets

SIGHT WORDS (B)

Research Institute for the
Study of Learning Disabilities
Teachers College, Columbia University

© 1980
Experimental Form

Teacher's Name _____

School _____

City _____ State _____

_____ (pupil's name)		_____ (pupil's name)		_____ (pupil's name)		_____ (pupil's name)		_____ (pupil's name)	
TRIALS	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5
1. suggest	☐☐☐☐☐	1. suggest	☐☐☐☐☐	1. suggest	☐☐☐☐☐	1. suggest	☐☐☐☐☐	1. suggest	☐☐☐☐☐
2. touch	☐☐☐☐☐	2. touch	☐☐☐☐☐	2. touch	☐☐☐☐☐	2. touch	☐☐☐☐☐	2. touch	☐☐☐☐☐
3. Winnie	☐☐☐☐☐	3. Winnie	☐☐☐☐☐	3. Winnie	☐☐☐☐☐	3. Winnie	☐☐☐☐☐	3. Winnie	☐☐☐☐☐
4. pigeon	☐☐☐☐☐	4. pigeon	☐☐☐☐☐	4. pigeon	☐☐☐☐☐	4. pigeon	☐☐☐☐☐	4. pigeon	☐☐☐☐☐
5. cereal	☐☐☐☐☐	5. cereal	☐☐☐☐☐	5. cereal	☐☐☐☐☐	5. cereal	☐☐☐☐☐	5. cereal	☐☐☐☐☐

REMINDERS: Maximum of 5 tries for any particular word.

When a word is read correctly, do NOT ask the child to read that word again.

Approximate time taken to complete this sheet: _____ minutes

Teacher's Name _____

School _____

City _____ State _____

	(pupil's name)	(pupil's name)	(pupil's name)	(pupil's name)	(pupil's name)
TRIALS	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1. shovel	☐☐☐☐☐	1. shovel ☐☐☐☐☐	1. shovel ☐☐☐☐☐	1. shovel ☐☐☐☐☐	1. shovel ☐☐☐☐☐
2. recipe	☐☐☐☐☐	2. recipe ☐☐☐☐☐	2. recipe ☐☐☐☐☐	2. recipe ☐☐☐☐☐	2. recipe ☐☐☐☐☐
3. Willie	☐☐☐☐☐	3. Willie ☐☐☐☐☐	3. Willie ☐☐☐☐☐	3. Willie ☐☐☐☐☐	3. Willie ☐☐☐☐☐
4. soldier	☐☐☐☐☐	4. soldier ☐☐☐☐☐	4. soldier ☐☐☐☐☐	4. soldier ☐☐☐☐☐	4. soldier ☐☐☐☐☐
5. calm	☐☐☐☐☐	5. calm ☐☐☐☐☐	5. calm ☐☐☐☐☐	5. calm ☐☐☐☐☐	5. calm ☐☐☐☐☐

REMINDERS: Maximum of 5 tries for any particular word.

When a word is read correctly, do NOT ask the child to read that word again.

Approximate time taken to complete this sheet: _____ minutes

(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)	
TRIALS	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5
1. pigeon	☐☐☐☐☐	1. pigeon	☐☐☐☐☐	1. pigeon	☐☐☐☐☐	1. pigeon	☐☐☐☐☐	1. pigeon	☐☐☐☐☐
2. Winnie	☐☐☐☐☐	2. Winnie	☐☐☐☐☐	2. Winnie	☐☐☐☐☐	2. Winnie	☐☐☐☐☐	2. Winnie	☐☐☐☐☐
3. touch	☐☐☐☐☐	3. touch	☐☐☐☐☐	3. touch	☐☐☐☐☐	3. touch	☐☐☐☐☐	3. touch	☐☐☐☐☐
4. shovel	☐☐☐☐☐	4. shovel	☐☐☐☐☐	4. shovel	☐☐☐☐☐	4. shovel	☐☐☐☐☐	4. shovel	☐☐☐☐☐
5. calm	☐☐☐☐☐	5. calm	☐☐☐☐☐	5. calm	☐☐☐☐☐	5. calm	☐☐☐☐☐	5. calm	☐☐☐☐☐
6. Willie	☐☐☐☐☐	6. Willie	☐☐☐☐☐	6. Willie	☐☐☐☐☐	6. Willie	☐☐☐☐☐	6. Willie	☐☐☐☐☐
7. recipe	☐☐☐☐☐	7. recipe	☐☐☐☐☐	7. recipe	☐☐☐☐☐	7. recipe	☐☐☐☐☐	7. recipe	☐☐☐☐☐
8. cereal	☐☐☐☐☐	8. cereal	☐☐☐☐☐	8. cereal	☐☐☐☐☐	8. cereal	☐☐☐☐☐	8. cereal	☐☐☐☐☐
9. soldier	☐☐☐☐☐	9. soldier	☐☐☐☐☐	9. soldier	☐☐☐☐☐	9. soldier	☐☐☐☐☐	9. soldier	☐☐☐☐☐
10. suggest	☐☐☐☐☐	10. suggest	☐☐☐☐☐	10. suggest	☐☐☐☐☐	10. suggest	☐☐☐☐☐	10. suggest	☐☐☐☐☐

REMINDERS: Maximum of 5 tries for any particular word.
When a word is read correctly, do NOT ask the child to read that word again.
Approximate time: _____ minutes

All 10 words
WEEK ONE
Day 1

60

61

	SUMMARY SENTENCES	TRIALS 1 2 3 4 5
1. _____ (pupil's name)	Winnie has cereal for the soldier.	☐☐☐☐☐
2. _____ (pupil's name)	I touch the pigeon with a shovel.	☐☐☐☐☐
3. _____ (pupil's name)	Willie will touch the toy soldier.	☐☐☐☐☐
4. _____ (pupil's name)	I suggest a recipe for cereal.	☐☐☐☐☐
5. _____ (pupil's name)	Willie will suggest I be calm.	☐☐☐☐☐

Teacher's Name _____

School _____

City _____ State _____

(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)	
TRIALS	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5
1. jacket	☐☐☐☐☐	1. jacket	☐☐☐☐☐	1. jacket	☐☐☐☐☐	1. jacket	☐☐☐☐☐	1. jacket	☐☐☐☐☐
2. scarf	☐☐☐☐☐	2. scarf	☐☐☐☐☐	2. scarf	☐☐☐☐☐	2. scarf	☐☐☐☐☐	2. scarf	☐☐☐☐☐
3. Barbara	☐☐☐☐☐	3. Barbara	☐☐☐☐☐	3. Barbara	☐☐☐☐☐	3. Barbara	☐☐☐☐☐	3. Barbara	☐☐☐☐☐
4. argue	☐☐☐☐☐	4. argue	☐☐☐☐☐	4. argue	☐☐☐☐☐	4. argue	☐☐☐☐☐	4. argue	☐☐☐☐☐
5. sweater	☐☐☐☐☐	5. sweater	☐☐☐☐☐	5. sweater	☐☐☐☐☐	5. sweater	☐☐☐☐☐	5. sweater	☐☐☐☐☐

REMINDERS: Maximum of 5 tries for any particular word.

When a word is read correctly, do NOT ask the child to read that word again.

Approximate time taken to complete this sheet: _____ minutes

Teacher's Name _____

School _____

City _____ State _____

_____ (pupil's name)		_____ (pupil's name)		_____ (pupil's name)		_____ (pupil's name)		_____ (pupil's name)	
TRIALS	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5
1. sleeves	☐☐☐☐☐	1. sleeves	☐☐☐☐☐	1. sleeves	☐☐☐☐☐	1. sleeves	☐☐☐☐☐	1. sleeves	☐☐☐☐☐
2. cashier	☐☐☐☐☐	2. cashier	☐☐☐☐☐	2. cashier	☐☐☐☐☐	2. cashier	☐☐☐☐☐	2. cashier	☐☐☐☐☐
3. Bertha	☐☐☐☐☐	3. Bertha	☐☐☐☐☐	3. Bertha	☐☐☐☐☐	3. Bertha	☐☐☐☐☐	3. Bertha	☐☐☐☐☐
4. blouse	☐☐☐☐☐	4. blouse	☐☐☐☐☐	4. blouse	☐☐☐☐☐	4. blouse	☐☐☐☐☐	4. blouse	☐☐☐☐☐
5. collar	☐☐☐☐☐	5. collar	☐☐☐☐☐	5. collar	☐☐☐☐☐	5. collar	☐☐☐☐☐	5. collar	☐☐☐☐☐

REMINDERS: Maximum of 5 tries for any particular word.

When a word is read correctly, do NOT ask the child to read that word again.

Approximate time taken to complete this sheet: _____ minutes

Second 5 words
WEEK TWO
Day 1

(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)	
TRIALS	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5
1. Barbara		1. Barbara		1. Barbara		1. Barbara		1. Barbara	
2. jacket		2. jacket		2. jacket		2. jacket		2. jacket	
3. blouse		3. blouse		3. blouse		3. blouse		3. blouse	
4. Bertha		4. Bertha		4. Bertha		4. Bertha		4. Bertha	
5. sleeves		5. sleeves		5. sleeves		5. sleeves		5. sleeves	
6. scarf		6. scarf		6. scarf		6. scarf		6. scarf	
7. collar		7. collar		7. collar		7. collar		7. collar	
8. cashier		8. cashier		8. cashier		8. cashier		8. cashier	
9. sweater		9. sweater		9. sweater		9. sweater		9. sweater	
10. argue		10. argue		10. argue		10. argue		10. argue	

REMINDERS: Maximum of 5 tries for any particular word.
When a word is read correctly, do NOT ask the child to read that word again.
Approximate time: _____ minutes

All 10 words
WEEK TWO
Day 1

	SUMMARY SENTENCES	TRIALS 1 2 3 4 5
1. _____ (pupil's name)	The cashier's blouse has a collar.	☐☐☐☐☐
2. _____ (pupil's name)	Bertha wants a blouse with sleeves.	☐☐☐☐☐
3. _____ (pupil's name)	Barbara will argue over the sweater.	☐☐☐☐☐
4. _____ (pupil's name)	Bertha has a jacket and a scarf.	☐☐☐☐☐
5. _____ (pupil's name)	The cashier will argue with Barbara.	☐☐☐☐☐

WEEK TWO
Day 2

Teacher's Name _____

School _____

City _____ State _____

(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)	
TRIALS	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5
1. mosquito	☐☐☐☐☐	1. mosquito	☐☐☐☐☐	1. mosquito	☐☐☐☐☐	1. mosquito	☐☐☐☐☐	1. mosquito	☐☐☐☐☐
2. ceiling	☐☐☐☐☐	2. ceiling	☐☐☐☐☐	2. ceiling	☐☐☐☐☐	2. ceiling	☐☐☐☐☐	2. ceiling	☐☐☐☐☐
3. mark	☐☐☐☐☐	3. mark	☐☐☐☐☐	3. mark	☐☐☐☐☐	3. mark	☐☐☐☐☐	3. mark	☐☐☐☐☐
4. Albert	☐☐☐☐☐	4. Albert	☐☐☐☐☐	4. Albert	☐☐☐☐☐	4. Albert	☐☐☐☐☐	4. Albert	☐☐☐☐☐
5. ruins	☐☐☐☐☐	5. ruins	☐☐☐☐☐	5. ruins	☐☐☐☐☐	5. ruins	☐☐☐☐☐	5. ruins	☐☐☐☐☐

REMINDERS: Maximum of 5 tries for any particular word.

When a word is read correctly, do NOT ask the child to read that word again.

Approximate time taken to complete this sheet: _____ minutes

First 5 words
WEEK THREE
Day 1

Teacher's Name _____

School _____

City _____ State _____

(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)	
TRIALS	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5
1. paint	☐☐☐☐☐	1. paint	☐☐☐☐☐	1. paint	☐☐☐☐☐	1. paint	☐☐☐☐☐	1. paint	☐☐☐☐☐
2. ladder	☐☐☐☐☐	2. ladder	☐☐☐☐☐	2. ladder	☐☐☐☐☐	2. ladder	☐☐☐☐☐	2. ladder	☐☐☐☐☐
3. cough	☐☐☐☐☐	3. cough	☐☐☐☐☐	3. cough	☐☐☐☐☐	3. cough	☐☐☐☐☐	3. cough	☐☐☐☐☐
4. Elisabeth	☐☐☐☐☐	4. Elisabeth	☐☐☐☐☐	4. Elisabeth	☐☐☐☐☐	4. Elisabeth	☐☐☐☐☐	4. Elisabeth	☐☐☐☐☐
5. shoves	☐☐☐☐☐	5. shoves	☐☐☐☐☐	5. shoves	☐☐☐☐☐	5. shoves	☐☐☐☐☐	5. shoves	☐☐☐☐☐

REMINDERS: Maximum of 5 tries for any particular word.

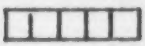
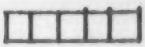
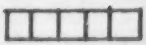
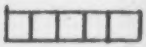
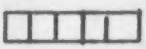
When a word is read correctly, do NOT ask the child to read that word again.

Approximate time taken to complete this sheet: _____ minutes

(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)	
TRIALS	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5
1. Albert		1. Albert		1. Albert		1. Albert		1. Albert	
2. mosquito		2. mosquito		2. mosquito		2. mosquito		2. mosquito	
3. ruins		3. ruins		3. ruins		3. ruins		3. ruins	
4. Elisabeth		4. Elisabeth		4. Elisabeth		4. Elisabeth		4. Elisabeth	
5. ceiling		5. ceiling		5. ceiling		5. ceiling		5. ceiling	
6. cough		6. cough		6. cough		6. cough		6. cough	
7. paint		7. paint		7. paint		7. paint		7. paint	
8. ladder		8. ladder		8. ladder		8. ladder		8. ladder	
9. shoves		9. shoves		9. shoves		9. shoves		9. shoves	
10. mark		10. mark		10. mark		10. mark		10. mark	

REMINDERS: Maximum of 5 tries for any particular word.
When a word is read correctly, do NOT ask the child to read that word again.
Approximate time: _____ minutes

All 10 words
WEEK THREE
Day 1

		SUMMARY SENTENCES	TRIALS 1 2 3 4 5
1.	_____ (pupil's name)	He ruins the ceiling with paint.	
2.	_____ (pupil's name)	He shoves the paint off the ladder.	
3.	_____ (pupil's name)	That mark ruins the new ceiling.	
4.	_____ (pupil's name)	Albert will cough at the mosquito.	
5.	_____ (pupil's name)	The mosquito makes a mark on Elisabeth.	

Children's Practice Materials

SIGHT WORDS (B)

Research Institute for the
Study of Learning Disabilities
Teachers College, Columbia University

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Experimental Form

77

DISCRIMINATION PRACTICE

1.	cereal	cereal
2.	calu	calm
3.	pigoon	pigeon
4.	soldier	soldier
5.	Winsie	Winnie
6.	recipe	recipe
7.	Willie	Willie
8.	cereah	cereal
9.	Wiltie	Willie
10.	touck	touch
11.	sugyest	suggest
12.	calm	calm
13.	Winnie	Winnie
14.	saldier	soldier
15.	pigeon	pigeon
16.	touch	touch
17.	shomel	shovel
18.	reciye	recipe
19.	suggest	suggest
20.	shovel	shovel

PHRASE AND SENTENCE READING PRACTICE

1. Winnie
2. Winnie will suqqest.
3. Winnie will suqqest a recipe.
4. Winnie will suqqest a recipe for cereal.
5. Winnie will suggest a recipe for cereal.

6. Willie
7. Willie is calm.
8. Willie is calm when I touch.
9. Willie is calm when I touch the piqeon.
10. Willie is calm when I touch the pigeon.

11. The soldier
12. The soldier must shovel.
13. The soldier must shovel.

SUMMARY SENTENCES FOR THIS WEEK'S TEN WORDS

1. Winnie has cereal for the soldier.

2. I touch the pigeon with a shovel.

3. Willie will touch the toy soldier.

4. I suggest a recipe for cereal.

5. Willie will suggest I be calm.

WEEK ONE
Day 2

Cereal Is for Everyone

Winnie and Willie got up in the morning. They wanted to eat. They wanted to eat cereal.

Mother said, "I will make you some cereal. I have a new recipe for cereal. You will like the recipe."

Mother made the cereal with milk. Winnie and Willie liked the new recipe. They liked the cereal.

After eating cereal, Winnie and Willie went outside.

They saw a pigeon. The pigeon was by a tree.

"I suggest you do not touch the pigeon," Willie said.

"But, the pigeon looks calm," said Winnie. "The pigeon wants to eat. I want to touch the pigeon."

A soldier walked by Winnie and Willie.

"I suggest you do not touch the pigeon," the soldier said.

Winnie said, "But this pigeon is calm. It wants to eat. I can touch it."

The soldier saw a shovel by the tree.
"We can put food in this shovel," he said. "We can give food to the pigeon with the shovel."
Willie got some grass. He put the grass in the shovel.
The soldier put the shovel down. The pigeon looked at the shovel with grass. The pigeon was calm, but it did not touch the grass. It did not want to eat grass.

Winnie got some milk. She put the milk in the shovel. The soldier gave the shovel with milk to the pigeon. The pigeon was calm, but it did not eat. It did not want to eat milk.

"What do pigeons like to eat?" the soldier said.

"This pigeon does not want to eat grass! This pigeon does not want to eat milk!"

"I know!" said Winnie. "Mother has a new recipe for cereal. The cereal is good. I will get some cereal for the pigeon."

Winnie ran to get some cereal. The soldier put the cereal in the shovel. He gave the shovel with the cereal to the pigeon.

The pigeon looked at the cereal. The pigeon was calm. It began to touch the cereal. It began to eat the cereal. The pigeon ate and ate. It ate all the cereal.

"Look!" said Winnie and Willie. "The pigeon likes the new cereal too!"

"Cereal is for everyone!" the soldier said. "Even pigeons!"

DISCRIMINATION PRACTICE

1.	sleeves	sleeves
2.	blouoe	blouse
3.	sweater	sweater
4.	Bertha	Bertha
5.	scatf	scarf
6.	Basbara	Barbara
7.	sloeves	sleeves
8.	collar	collar
9.	argue	argue
10.	Berthr	Bertha
11.	swester	sweater
12.	Barbara	Barbara
13.	collas	collar
14.	argum	argue
15.	scarf	scarf
16.	cashiec	cashier
17.	jacket	jacket
18.	blouse	blouse
19.	jacbet	jacket
20.	cashier	cashier

PHRASE AND SENTENCE READING PRACTICE

1. Bertha
2. Bertha wants a blouse.
3. Bertha wants a blouse with a red collar.
4. Bertha wants a blouse with a red collar.

5. Barbara
6. Barbara will argue.
7. Barbara will argue with the cashier.
8. Barbara will argue with the cashier about the scarf.
9. Barbara will argue with the cashier about the scarf.

10. The sleeves
11. The sleeves on the jacket
12. The sleeves on the jacket and sweater are long.
13. The sleeves on the jacket and sweater are long.

SUMMARY SENTENCES FOR THIS WEEK'S TEN WORDS

1. The cashier's blouse has a collar.

2. Bertha wants a blouse with sleeves.

3. Barbara will argue over the sweater.

4. Bertha has a jacket and a scarf.

5. The cashier will argue with Barbara.

NONSENSE SENTENCES FOR WEEK ONE AND TWO WORDS

1. She has a recipe for a blouse.

2. I suggest that we argue.

3. The pigeon has long sleeves.

4. A soldier eats his sweater.

5. Winnie sits on the cashier.

6. My jacket is in the cereal.

7. Bertha talks to the shovel.

8. The scarf is not calm.

9. Barbara will not touch.

10. Willie likes to play collar.

Barbara and Bertha Go Shopping

Barbara and Bertha went to look for things in a store.
They liked the blouses. Barbara picked out a blouse with a red collar.
"The collar is too big," said Barbara.
Bertha picked out a blue blouse.
"The collar is too small," said Barbara.
"Let's stop looking at blouses and try on jackets," said Bertha.

Barbara put on a jacket.

"It makes me look fat," said Barbara.

Bertha put on a jacket.

"This jacket makes me look too thin," said Bertha.

Then the girls looked at sweaters. The sweaters were pretty, but Barbara did not want a sweater.

Bertha said, "Who wants a sweater? It is too hot!"

Bertha picked out a red dress. The collar is pretty, but the sleeves are too long.

Then she picks out a blue dress. The sleeves are good, but the collar is small.

Barbara liked the blue dress.

"Get the blue dress," said Barbara.

"No," said Bertha.

They started to argue.

The cashier came up and told them not to argue. She did not like to hear people argue in the store.

Barbara and Bertha were mad at each other.

Then Bertha saw a red scarf that she liked. The scarf was long. It looked good. They went to the cashier with the scarf.

The cashier looked mad.

"You spend two hours here and all you get is one scarf?" she said.

"The blouses did not look good."

"The jackets made us look bad."

"It is too hot for a sweater."

"The blue dress has sleeves that are too long. We wanted a dress with short sleeves," said the girls.

"You argue and yell, but you get only one scarf!" said the cashier.

Barbara and Bertha smiled.

"We love to shop," they said. "We do not love to buy!"

DISCRIMINATION PRACTICE

1.	painb	paint
2.	cough	cough
3.	ruans	ruins
4.	shoxes	shoves
5.	Elisabeth	Elisabeth
6.	maok	mark
7.	paint	paint
8.	cosgh	cough
9.	Alberk	Albert
10.	shoves	shoves
11.	ceiling	ceiling
12.	ladder	ladder
13.	mosduito	mosquito
14.	ruins	ruins
15.	Elisabetf	Elisabeth
16.	mark	mark
17.	Albert	Albert
18.	laddev	ladder
19.	ceijing	ceiling
20.	mosquito	mosquito

PHRASE AND SENTENCE READING PRACTICE

1. Elisabeth
2. Elisabeth shoves.
3. Elisabeth shoves the paint.
4. Elisabeth shoves the paint off the ladder.
5. Elisabeth shoves the paint off the ladder.

6. This cough
7. This cough ruins.
8. This cough ruins the day for Albert.
9. This cough ruins the day for Albert.

10. The mosquito
11. The mosquito makes a mark.
12. The mosquito makes a mark on the ceiling.
13. The mosquito makes a mark on the ceiling.

SUMMARY SENTENCES FOR THIS WEEK'S TEN WORDS

1. He ruins the ceiling with paint.

2. He shoves the paint off the ladder.

3. That mark ruins the new ceiling.

4. Albert will cough at the mosquito.

5. The mosquito makes a mark on Elisabeth.

WEEK THREE
Day 2

NONSENSE SENTENCES FOR WEEK ONE, TWO, AND THREE WORDS

1. Bertha put a mosquito in the cereal.

2. I suggest some sleeves for the ceiling.

3. The red jacket will cough at Willie.

4. The soldier shoves Barbara into the mud.

5. Elisabeth will not argue with her shovel.

6. Albert gave a blouse to the pigeon.

7. Winnie puts a collar on the ladder.

8. The mark on my sweater is calm.

9. The cashier ruins this recipe for us.

10. The scarf will touch the paint can.

WEEK THREE
Day 2

Albert and Elisabeth Paint the Ceiling

Albert and Elisabeth go to a good school. They like the boys and girls in the class. They like the teachers.

But Albert and Elisabeth do not like the ceiling in the room. The paint on the ceiling is old and it keeps coming down.

One day Albert and Elisabeth asked their teacher if they can paint the ceiling.

Their teacher said yes.

Albert and Elisabeth came to school in old clothes.

First, Albert got a ladder. Elisabeth got up on the ladder and looked down. The floor looks far away when you are on top of a ladder!

Elisabeth started to paint.

Albert did not see Elisabeth on the ladder when he shoves it. When he shoves the ladder, Elisabeth falls off. She falls into the can of paint on the floor.

Then Albert got up on the ladder. He said, "Do not shove the ladder, Elisabeth."

Albert started to paint. A mosquito came into the room and landed on the ceiling. Albert hit the mosquito.

Oh, no! Albert's hand has paint all over it!

The mosquito has gone, but you can see the spot where Albert hit the mosquito.

"This spot ruins the paint job," said Albert.

"The spot ruins my good work," says Elisabeth.

"I will fix it," said Albert.

He started to paint over the mark. He begins to cough and cough. His coughs were big ones. His coughs made him fall off the ladder into the can of paint.

Albert and Elisabeth were very sad.

"The spot ruins the paint job," said Albert.

"The paint is all over the floor," said Elisabeth.

A guy in their class comes into the room. He looks at the ceiling and the floor.

"I will help you," the guy says.

The guy gets on the ladder. He put paint over the mark on the ceiling.

Albert and Elisabeth cleaned up the paint on the floor.

Their teacher came into the room. "Oh, my!" she said. "The ceiling looks good. But I see more paint on Elisabeth and Albert than on the ceiling!"

CHILD'S COPY OF POSTTEST (WEEK ONE)

C. Sentences Section

1. A pigeon likes cereal.

2. Winnie will not suggest.

3. The soldier is calm.

4. I touch the shovel.

5. Willie has a recipe.

CHILD'S COPY OF RETENTION FOR LAST WEEK'S WORDS

shovel

calm

soldier

Willie

touch

suggest

pigeon

Winnie

cereal

recipe

CHILD'S COPY OF POSTTEST (WEEK TWO)

A. Word Recognition Section

cashier

argue

scarf

sweater

Barbara

blouse

jacket

Bertha

collar

sleeves

CHILD'S COPY OF POSTTEST (WEEK TWO)

B. Discrimination Section

scamf	collar
Bertha	Batbara
collav	sleeves
sweater	blouse
jacket	Berths
blouae	cashiem
cashier	Barbara
argue	artue
jacdet	swenter
sleoves	scarf

CHILD'S COPY OF POSTTEST (WEEK TWO)

C. Sentences Section

1. The sleeves and collar look bad.

2. Bertha will argue a lot.

3. The cashier has no blue jacket.

4. Barbara puts on her blouse.

5. It is hot for a sweater and scarf.

D. Week One Words Section

shovel	Willie
calm	soldier
Winnie	suggest
pigeon	cereal
touch	recipe

CHILD'S COPY OF RETENTION FOR LAST TWO WEEK'S WORDS

cashier	pigeon
Willie	shovel
touch	sweater
sleeves	jacket
blouse	Barbara
suggest	collar
argue	recipe
soldier	Bertha
calm	cereal
scarf	Winnie

CHILD'S COPY OF POSTTEST (WEEK THREE)

A. Word Recognition Section

Albert

cough

ruins

paint

ladder

Elisabeth

shoves

ceiling

mosquito

mark

CHILD'S COPY OF POSTTEST (WEEK THREE)

B. Discrimination Section

cowgh	ladder
Albert	Eligabeth
laddef	criling
Algert	ruins
paint	cough
ceiling	Elisabeth
shoces	shoves
mosquito	rupns
mlrk	moshuito
paknt	mark

CHILD'S COPY OF POSTTEST (WEEK THREE)

C. Sentences Section

1. A mosquito is in the paint.

2. Elisabeth makes a mark.

3. This ruins the ceiling.

4. Albert will cough.

5. He shoves the ladder.

CHILD'S COPY OF FINAL POSTTEST

A. Words

shovel	cashier	cough
pigeon	Barbara	jacket
ceiling	cereal	Albert
blouse	ruins	soldier
paint	Bertha	mosquito
sweater	shoves	collar
Winnie	recipe	Elisabeth
touch	mark	sleeves
ladder	argue	calm
suggest	scarf	Willie

CHILD'S COPY OF FINAL POSTTEST

B. Sentences

1. The soldier has a jacket and scarf.

2. The sleeves on the blouse and sweater are long.

3. Albert and Winnie are calm.

4. The cashier suggests a new cereal.

5. Elisabeth wants to touch the pigeon.

6. She uses the ladder to paint the ceiling.

7. The mosquito left a mark on his collar.

8. Barbara ruins the recipe.

9. Willie will cough and argue.

10. Bertha shoves the shovel.

PRETEST ANSWER SHEET Child's name _____

A. Words (page 1 of child's copy)

1.	shovel _____	11.	cashier _____	21.	cough _____
2.	pigeon _____	12.	Barbara _____	22.	jacket _____
3.	ceiling _____	13.	cereal _____	23.	Albert _____
4.	blouse _____	14.	ruins _____	24.	soldier _____
5.	paint _____	15.	Bertha _____	25.	mosquito _____
6.	sweater _____	16.	argue _____	26.	collar _____
7.	Winnie _____	17.	shoves _____	27.	Elisabeth _____
8.	touch _____	18.	recipe _____	28.	sleeves _____
9.	ladder _____	19.	mark _____	29.	calm _____
10.	suggest _____	20.	scarf _____	20.	Willie _____

B. Sentences (page 2 of child's copy)

1. The soldier has a jacket and scarf.
2. The sleeves on the blouse and sweater are long.
3. Albert and Winnie are calm.
4. Elisabeth wants to touch the pigeon.
5. The cashier suggests a new cereal.
6. She uses the ladder to paint the ceiling.
7. The mosquito left a mark on his collar.
8. Barbara ruins the recipe.
9. Willie will argue and cough.
10. Bertha shoves the shovel.

POSTTEST ANSWER SHEET (WEEK ONE) Child's name _____

A. Word Recognition Section (page 1 of child's copy)

1. soldier _____
2. cereal _____
3. Willie _____
4. touch _____
5. calm _____
6. shovel _____
7. Winnie _____
8. recipe _____
9. suggest _____
10. pigeon _____

B. Discrimination Section (page 2 of child's copy)

1. toucd _____
2. Wilhie _____
3. calv _____
4. Willie _____
5. soldier _____
6. shovel _____
7. pigron _____
8. cereal _____
9. sugdest _____
10. seldier _____
11. calm _____
12. Winwie _____
13. shorel _____
14. recipe _____
15. touch _____
16. Winnie _____
17. pigeon _____
18. reciye _____
19. cereaf _____
20. suggest _____

C. Sentences Section (page 3 of child's copy)

1. A pigeon likes cereal.

2. Winnie will not suggest.

3. The soldier is calm.

4. I touch the shovel.

5. Willie has a recipe.

RETENTION OF LAST WEEK'S WORDS ANSWER SHEET

Child's Name _____

1. shovel _____
2. calm _____
3. soldier _____
4. Willie _____
5. touch _____
6. suggest _____
7. pigeon _____
8. Winnie _____
9. cereal _____
10. recipe _____

POSTTEST ANSWER SHEET (WEEK TWO) Child's name _____

A. Word Recognition Section (page 1 of child's copy)

1. cashier _____
2. argue _____
3. scarf _____
4. sweater _____
5. Barbara _____
6. blouse _____
7. jacket _____
8. Bertha _____
9. collar _____
10. sleeves _____

B. Discrimination Section (page 2 of child's copy)

1. scamf _____
2. Bertha _____
3. collav _____
4. sweater _____
5. jacket _____
6. blouae _____
7. cashier _____
8. argue _____
9. jacdet _____
10. sleoves _____
11. collar _____
12. Batbara _____
13. sleeves _____
14. blouse _____
15. Berths _____
16. cashiem _____
17. Barbara _____
18. artue _____
19. swenter _____
20. scarf _____

C. Sentences Section (page 3 of child's copy)

1. The sleeves and collar look bad.
2. Bertha will argue a lot.
3. The cashier has no blue jacket.
4. Barbara puts on her blouse.
5. It is hot for a sweater and scarf.

D. Week One Words Section (page 3 of child's copy)

1. shovel _____
2. calm _____
3. Winnie _____
4. pigeon _____
5. touch _____
6. Willie _____
7. soldier _____
8. suggest _____
9. cereal _____
10. recipe _____

RETENTION OF LAST TWO WEEK'S WORDS ANSWER SHEET

Child's name _____

1. cashier _____
2. Willie _____
3. touch _____
4. sleeves _____
5. blouse _____
6. suggest _____
7. argue _____
8. soldier _____
9. calm _____
10. scarf _____
11. pigeon _____
12. shovel _____
13. sweater _____
14. jacket _____
15. Barbara _____
16. collar _____
17. recipe _____
18. Bertha _____
19. cereal _____
20. Winnie _____

POSTTEST ANSWER SHEET (WEEK THREE) Child's name _____

A. Word Recognition Section (page 1 of child's copy)

1. Albert _____
2. cough _____
3. ruins _____
4. paint _____
5. ladder _____
6. Elisabeth _____
7. shoves _____
8. ceiling _____
9. mosquito _____
10. mark _____

B. Discrimination Section (page 2 of child's copy)

1. cowgh _____
2. Albert _____
3. laddef _____
4. Algert _____
5. paint _____
6. ceiling _____
7. shoces _____
8. mosquito _____
9. mlrk _____
10. paknt _____
11. ladder _____
12. Eligabeth _____
13. criling _____
14. ruins _____
15. cough _____
16. Elisabeth _____
17. shoves _____
18. rupns _____
19. moshuito _____
20. mark _____

C. Sentences Section (page 3 of child's copy)

1. A mosquito is in the paint.
2. Elisabeth makes a mark.
3. This ruins the ceiling.
4. Albert will cough.
5. He shoves the ladder.

FINAL POSTTEST ANSWER SHEET Child's name _____

A. Words (page 1 of child's copy)

1.	shovel _____	11.	cashier _____	21.	cough _____
2.	pigeon _____	12.	Barbara _____	22.	jacket _____
3.	ceiling _____	13.	cereal _____	23.	Albert _____
4.	blouse _____	14.	ruins _____	24.	soldier _____
5.	paint _____	15.	Bertha _____	25.	mosquito _____
6.	sweater _____	16.	shoves _____	26.	collar _____
7.	Winnie _____	17.	recipe _____	27.	Elisabeth _____
8.	touch _____	18.	mark _____	28.	sleeves _____
9.	ladder _____	19.	argue _____	29.	calm _____
10.	suggest _____	20.	scarf _____	30.	Willie _____

B. Sentences (page 2 of child's copy)

1. The soldier has a jacket and scarf.

2. The sleeves on the blouse and sweater are long.

3. Albert and Winnie are calm.

4. The cashier suggests a new cereal.

5. Elisabeth wants to touch the pigeon.

6. She uses the ladder to paint the ceiling.

7. The mosquito left a mark on his collar.

8. Barbara ruins the recipe.

9. Willie will cough and argue.

10. Bertha shoves the shovel.

Albert

Elisabeth

ladder

122

mosquito

123

ceiling

124

shoves

paint

cough

125

mark

ruins

Barbara

Bertha

126

127

cashier

sweater

sleeves

blouse

jacket

collar

scarf

argue

130

131

Willie

Winnie

soldier

suggest

132

133

pigeon

134

cereal

135

shovel

touch

recipe

136

calm

137